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ABSTRACT

The evaluation reports submitted by local educational agencies (LEAs) in Virginia during 1974-75 are the bases of the data and information contained in this report. Some of the highlights of the analyses conducted on Title I programs are as follows. In the area of administration, enrollment in Title I classes has been concentrated in grades one through four. Enrollment in these grades increased six percent over 1973-74. The total number of teachers and other educators participating in Title I funded inservice training nearly doubled over the previous year. Of the factors that contributed most toward accomplishing Title I objectives, use of teacher aides was ranked by the LEAs as number one, as it has been for the past five years. During the past year, the greatest emphasis had been placed on reading and mathematics. In the area of reading, comparable data suggest that eligible Title I pupils gain about .68 in grade equivalent when not enrolled in Title I reading programs. Title I participants gained more than four additional months in grade equivalent than would have been expected were they not participants in Title I reading programs. In the area of mathematics, comparable data indicate that pupils would have been expected to gain about .72 months in grade equivalent per month of instruction had they not been enrolled in the Title I mathematics program. California Test results indicate the gain was doubled when students participated in the Title I program. (Author/AM)

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TITLE I
EVALUATION

EVALUATION SUMMARY DATA

1974-75
REGULAR SESSION
1975
SUMMER SESSION

VIRGINIA

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

ED 076239

Data for the compensatory education of economically deprived children and youth authorized by Title I of the Elementary and Secondary Education Act of 1965, as amended.

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Director, Title I

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PREFACE

The Elementary and Secondary Education Act of 1965, as amended, requires that each local educational agency (LEA) make an annual evaluation of Title I projects funded by that act. The state educational agency (SEA) has the responsibility for determining the guidelines and procedures to be followed in evaluating and reporting Title I projects. The attached report reflects the evaluation procedure established.

The evaluation reports submitted by LEAs are the basis of the data and information contained in this report. Although the LEA report serves as a means of assembling data for the SEA report, that is not its primary purpose. A much greater value is derived by the LEAs as they examine their programs in detail and identify weaknesses and strengths in them. This provides information for amending the current programs or determining changes which need to be made in future programs.

This report also serves as a management instrument for the SEA. Many changes in the administration of Title I programs in Virginia have been made as a result of information obtained from the evaluation reports.

The effort and cooperation of LEAs in analyzing their Title I programs has contributed greatly to the success of the program in the state.

SUMMARY

Evaluation reports of all Elementary and Secondary Education Act (ESEA) Title I programs conducted by school divisions in Virginia during 1974-75 have been analyzed by the Title I Office of the Virginia Department of Education. Some of the highlights of these analyses follow:

ADMINISTRATION

Enrollment in Title I classes has been concentrated in grades one through four. Enrollment in these grades increased six percent over 1973-74. Approximately three-fourths of all Title I students are enrolled in the first four grades. The percent of enrollment in the fifth grade dropped from 12 to 8 percent. This may be due to the provision during 1974-75 of the State Supplemental Skill Development Program for fifth-grade students, many of whom previously had been in Title I classes.

The cost of most supportive services, such as attendance/school social work and transportation, increased over the previous year. Food and clothing costs decreased.

The total number of teachers and other educators participating in Title I funded in-service training nearly doubled over last year. The number of Title I teacher aides who received in-service training increased by more than 50 percent over the previous year.

Of the factors that contributed most toward accomplishing Title I objectives, use of teacher aides was ranked by the LEAs as number one, as it has been for the past five years.

READING

The number of students participating in the Title I reading-related activities increased by 9 percent although the relative cost remained about the same in comparison to last year.

About 25,000 students participating in the Title I reading program in grades two through eight were pretested and posttested, using the California and Stanford Achievement Tests. These tests were used by more LEAs than any other objective instruments to assess the achievement of students in the Title I program. The mean gain in months per month of instruction as determined by each test was 1.1. The range on the California Test was from .7 in the eighth grade to 1.4 in the second grade. For the Stanford Test the range was from .7 in the sixth grade to a high of 1.6 in the seventh grade.

Comparable data suggest that eligible Title I pupils gain about .68 in grade equivalent when not enrolled in Title I reading programs. Note that Title I participants gained more than four additional months in grade equivalent than would have been expected were they not participants in the Title I reading program.

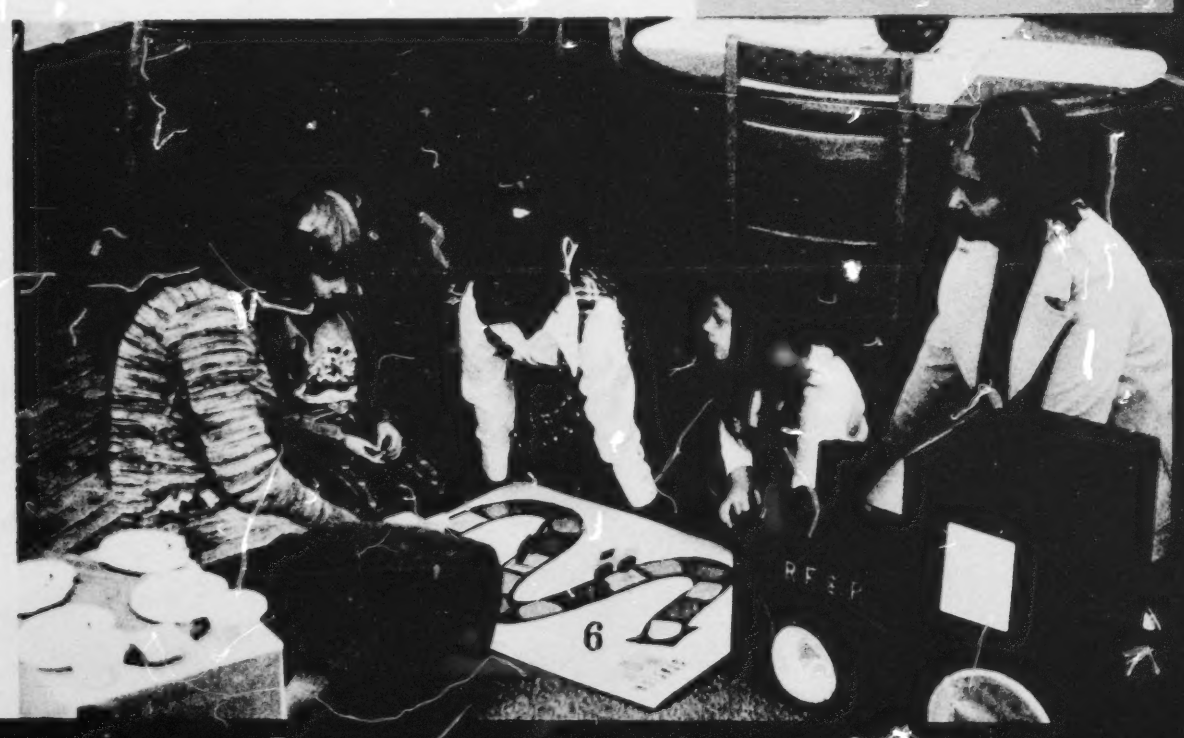
MATHEMATICS

The number of students participating in the Title I mathematics program increased over 30 percent while the cost decreased about 50 percent over last year.

Nearly 9,000 students participating in the Title I mathematics program, grades two through eight, were pretested and posttested using the Metropolitan and California Achievement Tests. These tests were the objective instruments used more often than any others to assess the achievement of students in the Title I mathematics program. The mean gain in months per month of instruction for the Metropolitan Test was 1.1 ranging from .6 in grades seven and eight to 1.9 in the fourth grade. The mean gain per month of instruction for the California Test was 1.4, with a range of 1.2 in the third and sixth grades to a high of 1.9 in the eighth grade.

Comparable data indicate that pupils would have been expected to gain about .72 months in grade equivalent per month of instruction had they not been enrolled in the Title I mathematics program.

California Test results indicate the gain was doubled when students participated in the Title I program.



INTRODUCTION

The Title I program in Virginia is funded under the provisions of the Elementary and Secondary Education Act of 1965, as amended. This act provides federal funds for compensatory educational programs for children of low-income families. Compensatory programs also are provided to accelerate the learning of children of migrant agricultural and fishery workers and children in state-supported institutions for the handicapped and delinquent.

During 1974-75 Virginia received $39,254,788 which was allocated as follows:

For children of low-income families	$35,346,213
For children in urban and rural schools (low income)	584,352
For children in state-supported schools for the handicapped	1,226,084
For children in state-supported schools for the delinquent	549,688
For state-supported adult correctional institutions	398,370
For children of migrant agricultural workers	762,822
For administration	387,370

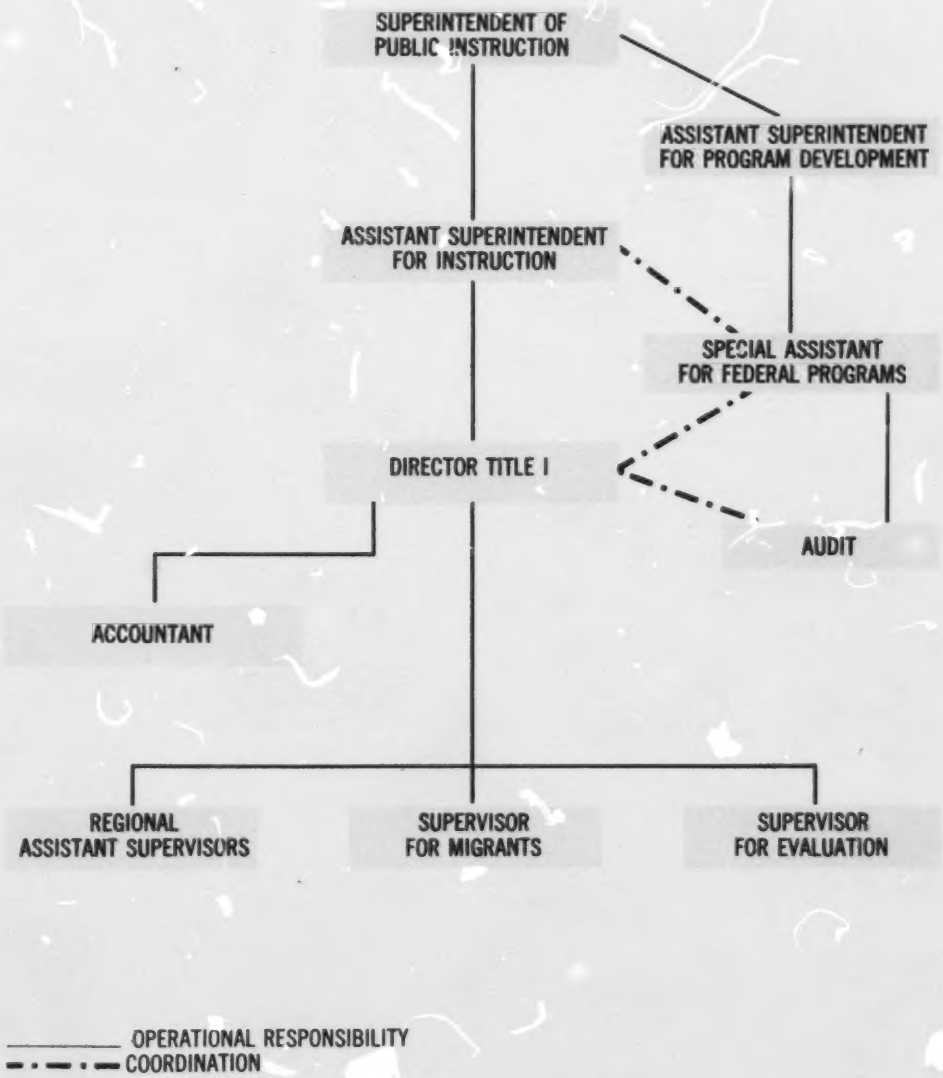
This evaluation report covers the programs designed and implemented for children of low-income families. Other programs funded by Title I are evaluated separately.

Each LEA participating in the Title I program must submit an application for a grant. Separate applications are required for programs conducted during a regular school year and in the summer. About half of the LEAs have both programs. Each LEA application for regular and/or summer programs must include an assessment of the needs of the students who are to participate, a design of the program to be implemented, and the evaluation component that will be used to measure its overall effectiveness.

During the past year, the greatest emphasis was placed on reading and mathematics. The usual evaluation design included a standardized test to be used for pretesting and posttesting students. While this design is usually the easiest to understand and more adaptable from an administrative viewpoint, it embodies at least two grave inadequacies. First, while the standardized test results may indicate relative achievement, it does not indicate content achievement and more importantly it does not provide an answer as to how successful a student with similar needs would have been without benefit of participation in the Title I program.

Criterion-referenced tests have been used much more extensively this year than in previous years. These tests show the extent of content achievement and point out specific skill deficiencies.

Present
Title I Organizational Structure



SEA
Supervision and Administration of the Title I Program

For purposes of administration, Virginia is divided into five geographical areas and Title I programs are supervised by an assistant supervisor in each area. Each has his office and residence located in or adjacent to his assigned area. In addition, there is a supervisor of migrant programs, a supervisor of evaluation, and a state director who is responsible to the assistant superintendent for instruction as shown on the organizational chart, page 7.

Each assistant supervisor is given wide latitude in the supervision of the programs in his area. This includes approval of division applications and amendments, and implementation and evaluation of the Title I programs, all subject to review and approval by the director.

During 1974-75, each area assistant supervisor held an average of four to six meetings which usually lasted one day. Supervisors made tri-monthly visits to the Title I programs in their areas. Further, the supervisor of evaluation, the supervisor of the migrant program, and the state director of Title I made numerous separate visits to assist school divisions. The purpose of the meetings and staff visits to LEAs by supervisory staff members has been to work with them in five areas:

1. **Program Planning:** Includes assistance in selecting target schools, making needs assessments, selecting appropriate program activities, establishing advisory councils, and providing general information. About 20 percent of the visits relate to program planning.

2. **Program Development:** Includes assisting the local coordinator in preparing project applications, including equipment lists, budgets, and establishing process and performance objectives, etc. About 20 percent of the visits relate to this activity.

3. **Program Operation:** Includes visiting projects while in operation to observe their success, assisting in improving weaknesses, and monitoring programs to determine compliance with program plans. About 40 percent of the visits relate to this activity.

4. **Program Evaluation:** Includes visits to assure that adequate evaluation criteria have been established and appropriate measuring devices are being used during the operation of the project, and to assist in the preparation of the evaluation report. About 10 percent of the visits relate to this activity.

5. **Fiscal Procedures:** Includes frequent review and periodic visits to verify accuracy and adequacy of fiscal procedures being followed by the LEAs. About 10 percent of the visits relate to this activity.

In addition to visits made to local projects by the state staff members, all LEA coordinators for Title I projects are contacted directly at least twice a year by the state director, evaluator, and regional supervisor at regional meetings. It is also significant that representatives of LEAs have visited the state office many times during the year. LEAs and the SEA have averaged about 20 telephone conversations a year regarding all phases of the Title I program.

Beyond the assistance provided by the SEA Title I staff, each LEA has been encouraged to utilize the supervisors and specialists in all divisions of the State Department of Education to help them plan and operate their Title I projects. Eighty-five visits have been made to the LEAs by these specialists. They have assisted in many technical areas and helped to incorporate the Title I program into the total state educational effort.

Management By Objectives

The management by objectives design has been used in all Title I programs for several years. No program is approved unless objectives have been established.

The needs assessment of all children eligible to participate in Title I programs establishes a foundation upon which a sound educational program can be developed and appropriate performance objectives established.

The achievement of performance objectives is dependent upon the coordinated efforts of administrative, instructional, and supportive personnel. This coordination is established by process objectives for each person involved.

Educational accountability is measured by determining how successfully performance objectives are attained. The reasons for success or failure in reaching the performance objectives are often determined by the degree of achievement attained in reaching the process objectives.

During the year LEAs established the following objectives:

	Number
Student performance objectives	**1,662**
Administrative personnel process objectives	**1,929**
Instructional personnel process objectives	**1,662**
Supportive personnel process objectives	**413**

Comparability

A prerequisite for SEA approval of a LEA application for Title I funds depends on compliance with the provisions of comparability. The two principal determinates of comparability are the number of pupils per instructional staff member in each school and the expenditure per pupil for salaries of those staff members. A third criterion is related to other instructional costs and is applied when a school is found not to be comparable according to the first two criteria.

A comparability report from each participating school division is required. This report summarizes the data on number of pupils, number of instructional staff, and salaries of instructional staff applicable to each Title I school. These data are then compared with averages obtained for all non-Title I schools.

Approximately 97 percent of the school divisions met the comparability requirements without corrective action being needed. In those few instances requiring corrective action, it usually meant employment of additional educational personnel, reassignment of pupils to other schools to relieve crowding, realignment of target schools, or increasing state and local funds for educational materials and supplies.

Needs Assessment

During 1974-75 local school divisions continued to refine their techniques for obtaining and using student needs assessment data in program applications. Determination of how effectively student needs are met by a Title I program has been an area of continuing concern. Better student needs assessment data provided by local divisions have proven to be vital in establishing a firm basis for Title I programs throughout the state.

Private Schools

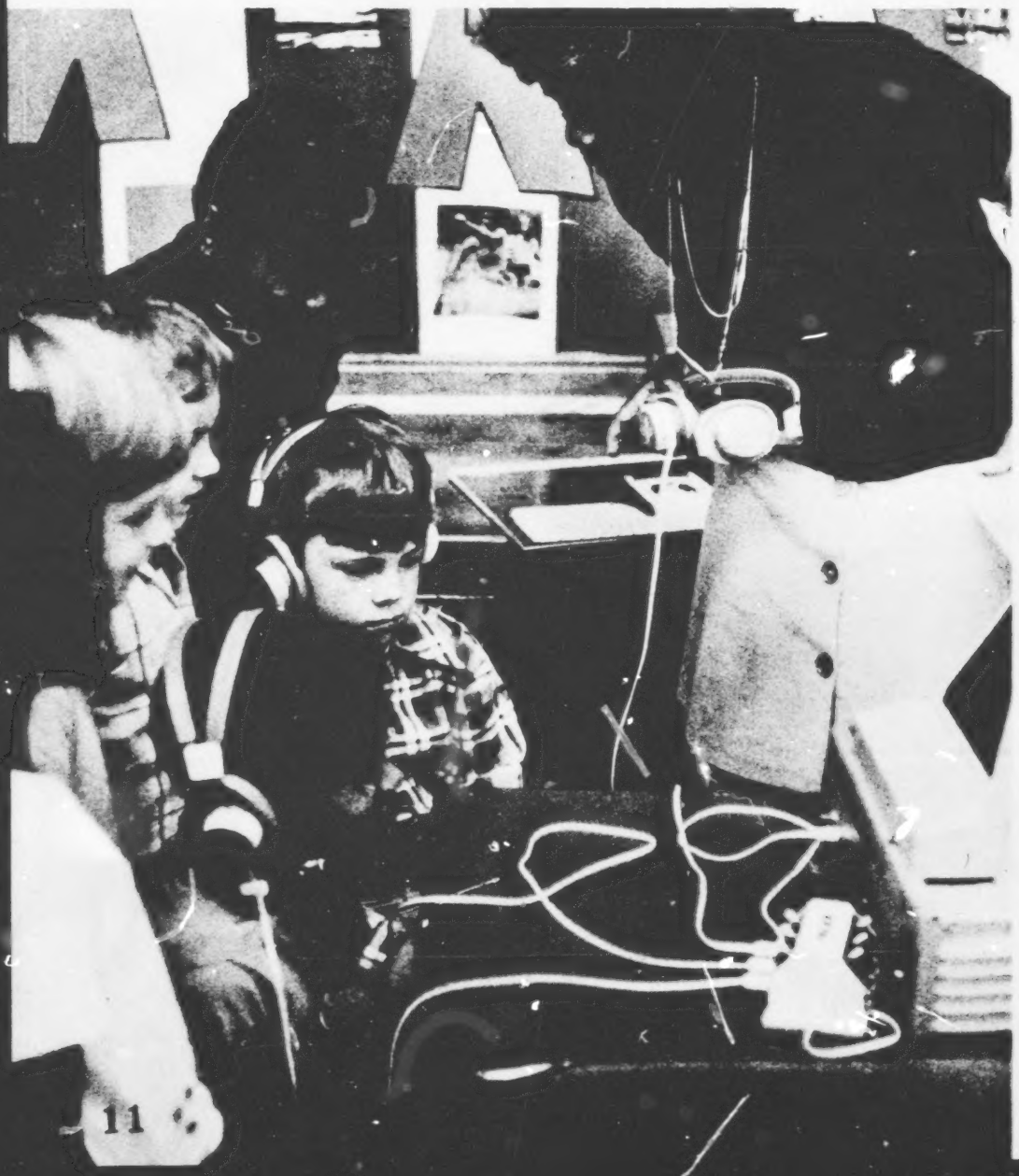
Public school divisions have attempted to increase participation by private schools with eligible Title I students by sending more releases to the press, letters to principals of private schools, and numerous other methods.

A summary of private school participation during 1974-75 follows:

1. Relationship with private schools:

number eligible to participate	100
number participating	15
number students involved	665

2. Title I assisted private schools by lending teaching materials, tutoring students, giving in-service training to teachers, and inviting school representatives to visit local Title I projects.



Parent Involvement

Changes in federal guidelines require that each Title I school have an advisory council. This has resulted in a substantial increase in the involvement of parents in the Title I programs.

The following data show the extent of increased parent participation in the Title I program.

	Number of Parents Year	
	1973-74	1974-75
Served on advisory council	1,288	3,237
Visited Title I classroom	9,367	10,826
Individual conferences with teachers	13,908	15,265
Contacted by school personnel	12,815	14,459
Attended parents day	14,601	16,109
Volunteered assistance field trips	2,473	3,625
Estimated unduplicated count	20,177	24,468

The number of process objectives established for parent involvement was 320 and the number accomplished was 281.

Monitoring and Auditing

Again last year, as in the past several years, the State Department of Education conducted two separate but related activities—monitoring and auditing of federal programs. For each activity, as it relates to Title I, visits are made to LEAs to review programs in operation. The program monitoring visits are made by teams composed of Title I directors usually selected from school divisions in the same region as the LEA being visited. These team members are employed by local school divisions but their reports go to the state director of Title I as well as to the director of the LEA project visited.

The program audit visits are made by one of three staff members employed by the State Department of Education in the Program Auditing Service of the Federal Programs Office, which is separate from Title I Office.

Forty-four Title I program audits and 12 monitoring visits were made last year.

It is believed that the monitoring and auditing activities have contributed to the improvement of the Title I programs in Virginia.

Dissemination

Although the use of newsletters and letters to parents increased somewhat during the past year, the most popular information vehicle used was the local newspaper. Title I program staff members submitted numerous articles for publication.

LEAs report the following dissemination activities:

	Number of LEAs Participating
1. **Media and Other Devices**	
Newspaper articles	121
Radio	50
Television	11
Newsletters	62
Letters to parents	89
Formal reports to school boards, etc.	66
Other	
2. Dissemination Process Objectives Established	378
3. Dissemination Process Objectives Accomplished	332

THE EXTENT OF THE TITLE I PROGRAM IN VIRGINIA FISCAL YEAR 1974-75

Title I projects were conducted with authorized funds by all local educational agencies except those in Henrico County and the city of Falls Church.

	1975
Projects Approved	197
Projects Completed	197
Number LEAs Participating	136
During Regular Term Only	75
During Summer Term Only	0
During Both Regular and Summer Term	61
Number Pupils Participating in	
Regular Session	90,091
Summer Session	25,154
Unduplicated Count of Pupils Participating	107,746
Cost Per Pupil	$317.30
Total Funds Spent in Virginia by LEAs	$34,188,352.16

All participating LEAs conducted Title I projects during the regular school term; however, 11 summer projects were conducted in 1975 by LEAs that did not have projects during the summer of 1974.

Approximately 10,000 fewer students were enrolled in Title I in 1974-75 than in 1973-74. The trend to concentrate Title I instruction on fewer students and the implementation of the Supplemental Skill Development program are believed to be among the primary reasons for the drop in enrollment.

About $63 more per student was spent this year than last. The reduction in number coupled with the increase in the amount spent per student indicates a greater concentration of effort. This has been an objective for several years.

It should be noted that the total amount spent at the LEA level includes 1974-75 funds and carryover funds from previous years, as well as urban-rural funds. This amount was determined from records of actual expenditures during the 1974-75 session.

CHARACTERISTICS OF TITLE I COMMUNITIES

Type of Community	Number of LEAs	Principal Source of Income	Number of LEAs
Rural	91	Industry	53
Urban	26	Agriculture	52
Suburban	12	Services	21

PERCENT OF TITLE I FUNDS SPENT BY CATEGORY 1974-75 FISCAL YEAR

Administration	7.6	Maintenance of Plants	1.1
Instruction	73.1	Fixed Charges	9.7
Attendance Services	1.6	Food Services	.3
Health Services	2.6	Capital Outlay (less equipment)	1.0
Transportation	.1	Equipment	2.0
Operation of Plants	.8	Miscellaneous Activities	.1

The percent of funds recorded in the various categories shown above were spent during the regular school session only.

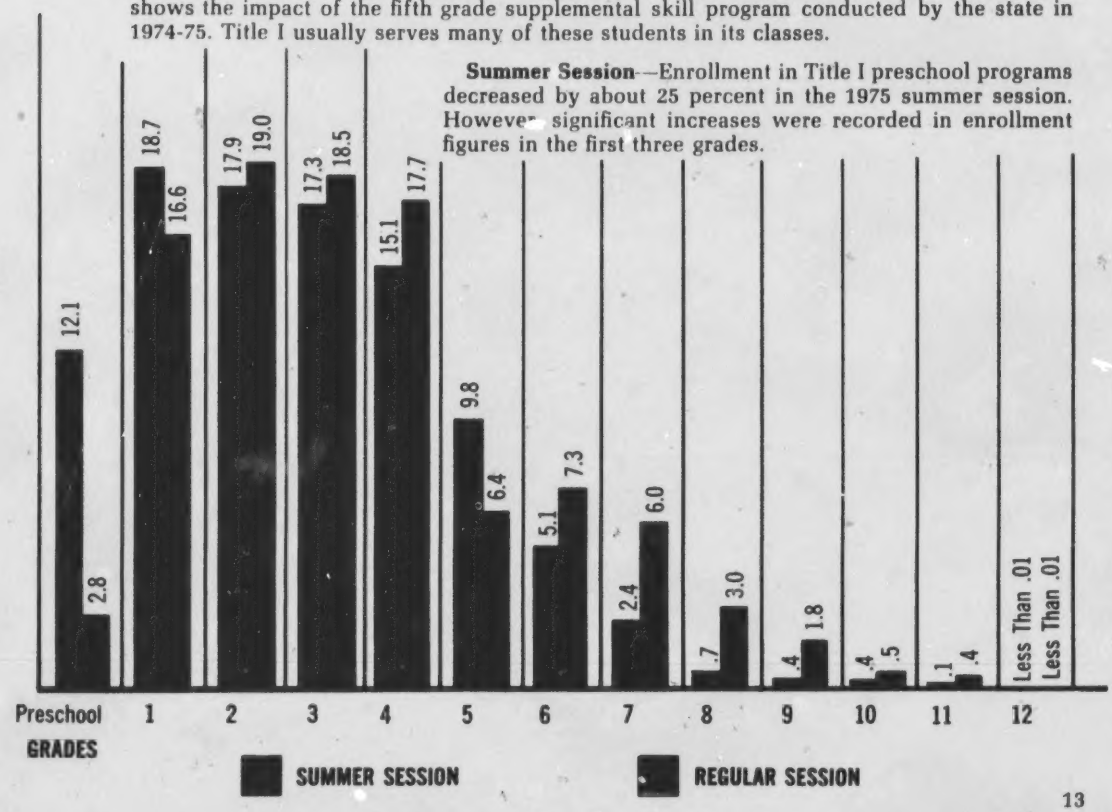
Approximately 75 percent of Title I funds was spent for instruction. There was a 1.6 percent increase in administrative costs and a 3.2 percent increase in fixed charges. Little change was observed in expenditures in other categories.

PERCENT OF ENROLLMENT BY GRADES 1974-75

Regular Session—Enrollment in Title I classes was concentrated in grades one through four. Enrollment increased by six percent over that of last year with about three-fourths of the Title I students enrolled in these grades.

The enrollment in the fifth grade dropped from 12.6 percent to 6.4 percent. This decrease shows the impact of the fifth grade supplemental skill program conducted by the state in 1974-75. Title I usually serves many of these students in its classes.

Summer Session—Enrollment in Title I preschool programs decreased by about 25 percent in the 1975 summer session. However significant increases were recorded in enrollment figures in the first three grades.



PERCENT OF CHILDREN ENROLLED BY ETHNIC OR RACIAL CHARACTERISTICS IN TITLE I CLASSES DURING THE REGULAR SESSION

White	50.5
Negro	48.2
American Indian	.2
Oriental	.3
Puerto Rican	.5
Mexican-American	.3

Enrollment in the Title I program has been about equally divided between white and black students since the program was initiated. The percentage of students from other ethnic groups has consistently accounted for about one percent of the total.

NUMBER OF CHILDREN PARTICIPATING BY SELECTED INSTRUCTIONAL ACTIVITY 1973-1974 — 1974-1975

INSTRUCTIONAL ACTIVITIES	REGULAR SESSION 1973-74	REGULAR SESSION 1974-75	SUMMER SESSION 1973-74	SUMMER SESSION 1974-75
Art	492	614	1,493	1,275
Cultural Enrichment	680	1,273	—	—
Reading/Communication Skills	61,839	67,485	12,917	14,422
Physical Education and Recreation	N/A	2,220	1,670	4,128
Industrial Arts	329	294	—	—
Mathematics	26,191	34,772	9,286	12,483
Music	627	604	743	1,300
Science	1,155	2,367	900	1,005
Special Activities for Handicapped	17	214	434	1,385
Pre-K and Kindergarten	1,519	309	4,658	1,938

Regular Session—Comments

The number of children in the 1974-75 Title I reading-related activities increased by 9 percent over 1973-74 while in mathematics the increase was about 32 percent. There were noticeable increases also in art, cultural enrichment, and science. A sharp drop occurred in the number of children participating in pre-kindergarten and kindergarten activities, compared with the 1973-74 figures.

Summer Session—Comments

Trends in summer school participation for 1975 showed considerable increases in most areas with the exception of art, pre-kindergarten, and kindergarten. The drop in kindergarten attendance probably is due to the increasing number of preschool programs being offered by many school divisions during the regular session in compliance with the Standards of Quality for public schools in Virginia.

APPROXIMATE COST OF SELECTED TITLE I INSTRUCTIONAL ACTIVITIES REGULAR AND SUMMER SESSION 1974-75

ACTIVITIES *INSTRUCTIONAL	TOTAL COST
Art	$ 14,450.00
Cultural Enrichment	299,544.94
Home Economics	155,852.24
Industrial Arts	16,708.82
Reading & Communication Skills	15,721,872.24
Mathematics	6,332,788.20
Music	11,600.00
Science	177,980.60
Physical Education and Recreation	163,047.00

*Only cost for reading and math included for summer session

Comment:

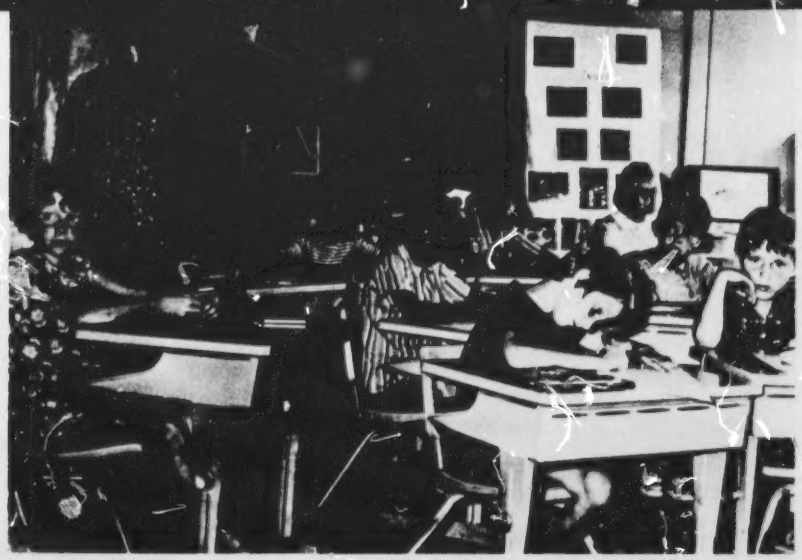
In comparison with 1973-74, the relative costs of activities in reading and communication skills remained about the same, but emphasis on mathematics increased the cost in that area about 50 percent. Cultural enrichment costs increased four times over the previous year, whereas the cost of art, industrial arts, and music remained about the same.

APPROXIMATE COST OF SELECTED TITLE I SUPPORTIVE SERVICE ACTIVITIES REGULAR SESSION 1974-75

SUPPORT SERVICE ACTIVITIES	TOTAL COST
Attendance/School Social Work	$ 906,937.76
Clothing	6,000.00
Food	17,809.00
Guidance and Counseling	348,396.08
Health (medical and dental)	737,834.01
Library	980.00
Psychological	119,115.00
Transportation	29,703.00

Comment:

Attendance/school social work costs nearly doubled in comparison with 1973-74. Clothing and food costs were down noticeably while expenditures for psychological services nearly tripled. Cost of transportation in 1974-75 was more than four times greater than last year, and the costs of health services (medical and dental) rose slightly.



NUMBER OF STAFF POSITIONS FUNDED WITH TITLE I FUNDS AT DIVISION LEVEL FULL OR PART-TIME

REGULAR SESSION

ACTIVITY ASSIGNMENT	NUMBER POSITIONS	ACTIVITY ASSIGNMENT	NUMBER POSITIONS
Teachers-Kindergarten or Equivalent	42	Psychologists	5
Teachers-Elementary	1,148	Testing	13
Teachers-Secondary	68	Social Work	19
Teachers-Handicapped Classes	1	Attendance	40
Teacher Aides	2,088	Nurses	83
Librarians	5	Physicians	1
Library Aides	2	Clerical	202
Supervision	86	Other Professional	259
Direction and Management	110	Other Non-Professional	162
Counseling	43		

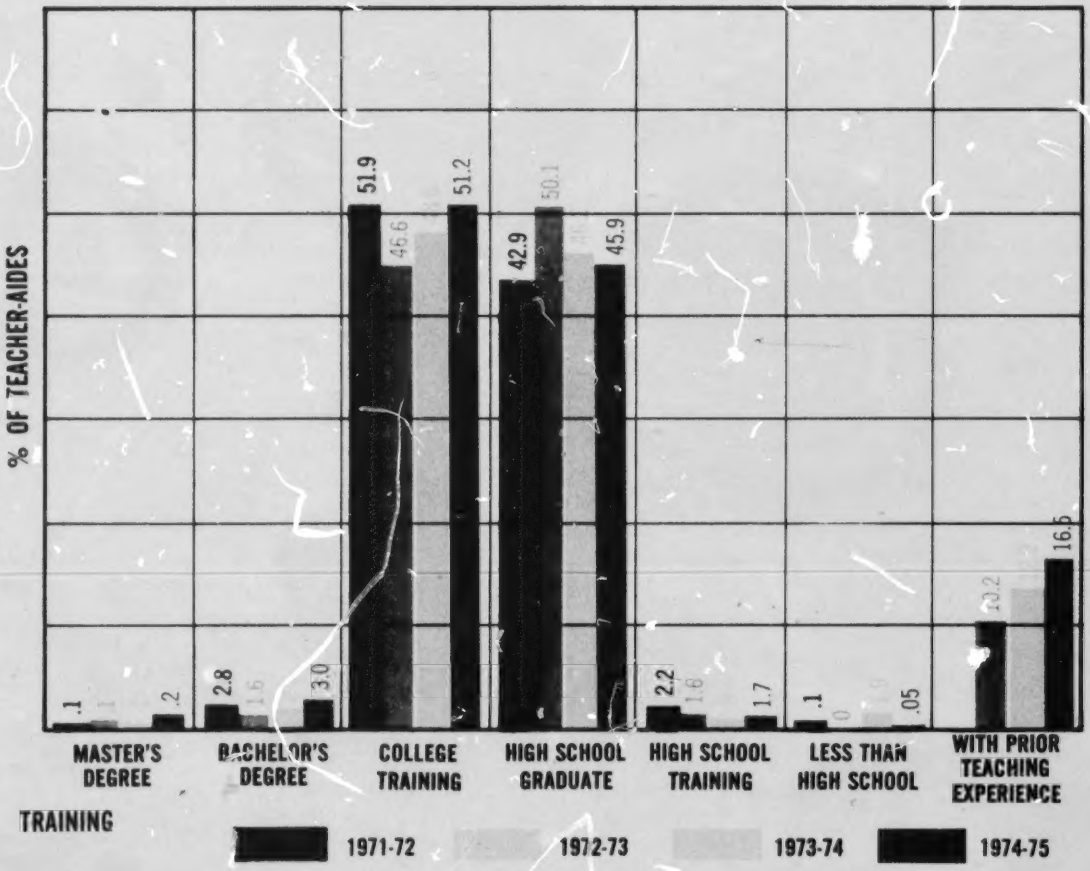
SUMMER SESSION

ACTIVITY ASSIGNMENT	NUMBER POSITIONS	ACTIVITY ASSIGNMENT	NUMBER POSITIONS
Teachers-Kindergarten or Equivalent	194	Librarians	58
Teachers-Elementary	1,420	Supervision	97
Teachers-Secondary	28	Counseling	3
Teachers-Handicapped Classes	39	Nurses	31
Teacher Aides	1,415		

PERCENT OF INSTRUCTIONAL STAFF ENGAGED IN READING AND MATH DURING THE REGULAR SESSION

Reading	60.3	Math	27.5	Total	87.8

QUALIFICATIONS OF TEACHER AIDES



The percent of aides with master's degrees doubled during the past year. The percent of those whose education is limited to high school graduation has decreased over the last three years, while the number of those with some college training has increased.

It is significant to note that the percent of those aides with prior teaching experience also has increased during the last three years.

USE OF TITLE I FUNDS FOR IN-SERVICE
TRAINING OF TITLE I PERSONNEL
DURING THE REGULAR SESSION — 1974-75
(Duplicated Count)

	NUMBER OF TEACHERS	OTHER EDUCATORS	TEACHER AIDES	TOTAL COLLEGE CREDIT HOUR RECEIVED	APPROXIMATE COST
Attended College Classes	133	56	93	399	$ 16,047.86
Attended Local Classes for College Credit	343	282	297	1,250	37,542.41
Workshops of Five or More Hours	3,153	1,017	1,321	—	129,001.24
Visits to Other Divisions and Activities	440	309	146	—	6,324.48
Special Teacher Aide Instruction	55	86	501	—	4,440.56
Other Instruction	1,893	729	963	—	35,858.68
Total	6,017	2,479	3,321	1,649	$229,215.23

Comment:

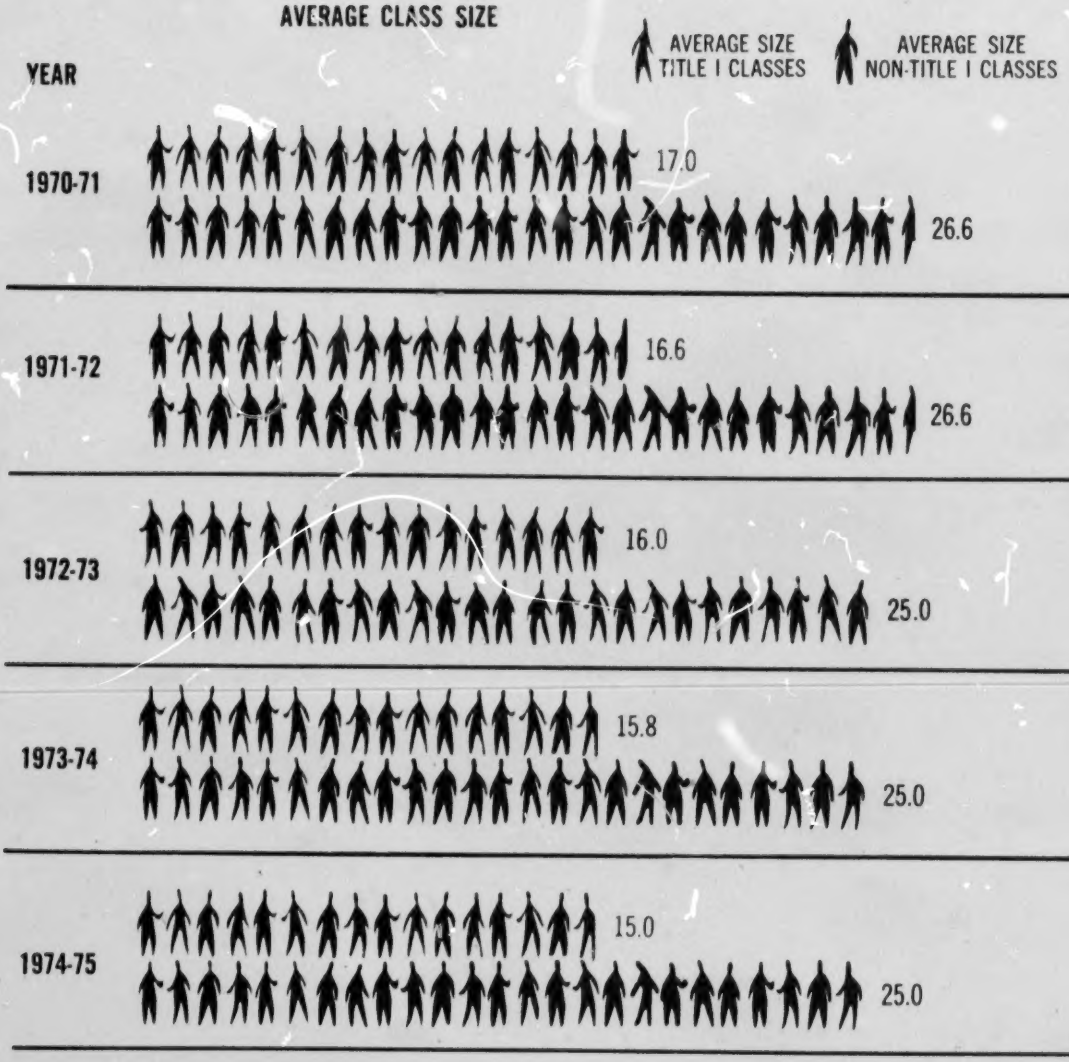
The total number of teachers and other educators who participated in Title I financed in-service training during 1974-75 nearly doubled over 1973-74. This was particularly true of workshops lasting five or more hours.

The overall cost for training was down about 14 percent from 1973-74.

Summer Session — 1975

Number of Teachers and Professionals Trained	2,512, an increase of 7 percent over last year
Number of Teacher Aides Trained	1,743, an increase of 50 percent over last year
Approximate Cost of In-Service Training	$110,795, a decrease of 15 percent below last year
TOTAL COST OF REGULAR AND SUMMER IN-SERVICE TRAINING	$340,010, a decrease of 15 percent below last year

AVERAGE CLASS SIZE



It is noted that the relative size of Title I classes compared with Non-Title I classes has remained about the same over the last five years. This is to say, Title I classes average about 37 percent fewer students per teacher than Non-Title I classes.

This is significant because during the last five years use of separate rooms for Title I classes, which is the pattern followed by most school divisions, has required the use of two additional classrooms and two additional teachers for each 100 Title I students in a school division.

FACTORS WHICH CONTRIBUTED MOST TO ACCOMPLISHING OBJECTIVES

Each LEA was asked to arrange in rank order of importance the 15 factors which contributed to the accomplishment of its Title I objectives. The result of ranking eight of these factors is shown in the table below. It is obvious that teacher aides and the availability of educational equipment have made substantial contributions to the success of the program.

Advisory councils appeared to be contributing more to the success of programs in 1974-75 than during the previous; however, more emphasis on training advisory councils is indicated.

RANK BY YEAR

1971-72	1972-73	1973-74	1974-75	
2	2	2	2	Use of More and Better Educational Equipment and Supplies
1	1	1	1	Use of Teacher Aides
3	3	3	3	Reduced Size of Classes and Teacher Load
—	8	11	9	Assistance of Advisory Council
7	7	7	6	Increased Supervision
4	4	5	4	In-Service Training
5	5	4	5	Use of Specialist and Consultants
—	6	6	7	Parental Support

MOST PRESSING EDUCATIONAL CONCERNS OF DEPRIVED CHILDREN

Title I programs are required to provide for educationally deprived children in the instructional areas of greatest need. LEAs were asked to list in rank order the areas of greatest concern and need among their students eligible for Title I assistance. The results are shown below.

A very close correlation exists between the rank order of concerns in this table, the amount of funds spent, and the students enrolled in instructional activities

RANK BY YEAR

1971-72	1972-73	1973-74	1974-75	
1	1	1	1	Inadequate Reading Development
4	6	6	6	Special Training for Handicapped Children
5	2	3	3	Inadequate Command of Language
3	5	5	5	Inadequate Cultural and Social Development
2	4	4	4	Inadequate Preschool Experience
—	7	7	7	Poor Health
6	3	2	2	Inadequate Math Knowledge

PUPIL, TEACHER, PARENT AND COMMUNITY REACTION TO AREAS OF TITLE I

	PERCENT OF PROJECTS REPORTING AS:				
Areas of Title I	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**
Pupil Interest and Participation in Project			8.0	51.3	40.9
Pupil Needs Being Met Through Project		1.8	12.4	52.2	33.6
Teacher Aides' Contribution to the Project			1.9	28.6	69.5
Contribution of Title I Procured Equipment			8.7	30.7	60.6
School Faculty's Attitude Towards Projects		3.5	29.8	48.2	18.5
Private School's Attitude Towards Project Involvement	20.0	13.3	30.0	23.4	13.3
Parents (low income) Appreciation of Project	1.8	2.7	27.0	36.0	32.5
Contribution to Total Education Program		.9	11.4	48.3	39.4

Comment: Compared to last year, the attitudes of faculties, private school officials, and parents toward Title I showed greater improvement than previously.

EVALUATION METHODS OR DEVICES USED

Each LEA conducting a Title I project is required to measure, by some objective standard or norm, the achievements of all Title I participants.

Data listed below show the trends in uses of evaluative instruments by LEAs during the past two years.

	PERCENT OF LEAs USING	
EVALUATION INSTRUMENT USED	**1973-74**	**1974-75**
Standard Achievement Test	96.8	100
Ability Test	42.2	38
Diagnostic Tests	50.0	53
Other Published Tests	21.9	28
Locally Prepared Achievement Tests	38.2	39
Observation Techniques	65.6	58
Anecdotal Records	26.6	22
Sociograms	2.3	3
Questionnaires	28.9	29
Other Devices and Techniques	10.1	11

TITLE I SUCCESS AS MEASURED BY STANDARDIZED TESTS

Standardized, norm-referenced tests were given to approximately 60,000 Title I students enrolled in reading projects. The specific test to be used was not prescribed by the State Department of Education. This decision was left to the LEAs and as a result, a number of different tests were used.

The SEA decided that the two tests given to the greatest number of students, grades two through eight, should be used for determining the achievement of Title I students in reading. Only students who have the pretest and the posttest of the same standardized test were considered. The testing interval was approximately eight months. Pretests were generally given about September 15 and posttests about May 15. The use of two tests not only provided a larger base but provided a comparison between achievement as measured by the California and the Stanford achievement tests.

The mean gain in months for each month of Title I instruction is indicated below:

READING (24,907 students tested)

Grade	Gain California Test	Gain Stanford Test
2	1.4	1.0
3	1.1	1.5
4	1.2	1.0
5	1.1	1.1
6	1.0	.7
7	.9	1.6
8	.7	1.1
Mean gain per month of instruction	1.1	1.1

Comparable data suggest that Title I students gain about .68 months in grade equivalent per month of instruction prior to their enrollment in Title I reading programs. It is recognized that many variables are involved in determining the reason for accelerated learning in reading; however, it is significant that these Title I students gained more than four additional months in grade equivalent than would have been expected if they had been enrolled in the reading program.

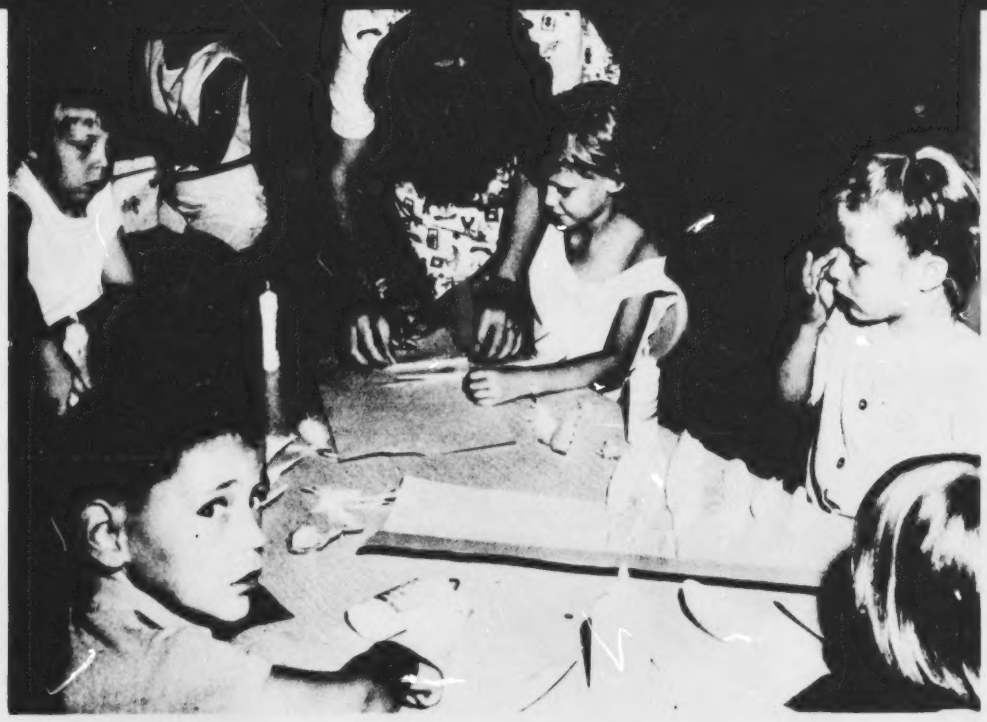
Students enrolled in Title I Mathematics projects were tested in the same manner as those in the reading projects. The Metropolitan and California achievement tests were used to determine the mean achievement of math students.

The mean gain in months for each month of instruction is indicated below:

MATHEMATICS (8,947 students tested)

Grade	Gain Metropolitan	Gain California
2	1.0	1.4
3	1.7	1.2
4	1.9	1.4
5	.9	1.7
6	.6	1.2
7	.6	1.5
8	—	1.9
Mean gain per month of instruction	1.1	1.4

Comparable data suggest that these students would have been expected to gain about .72 months in grade equivalent per month of instruction prior to enrollment in Title I math. Their mean gains as determined by the two standardized tests indicate that their achievement was accelerated by about 75 percent.



TITLE I SUCCESS IN MEETING ESTABLISHED OBJECTIVES

Performance objectives were established for each instructional activity during 1974-75. In addition, process objectives were established for administrative, instructional, and support activities.

The percentage of achievement in reaching these objectives as compared with last year are as follows:

PERFORMANCE OBJECTIVES

	1973-74	1974-75
Number of performance objectives established	1,491	1,662
*Percent of students meeting or exceeding the objectives	56.33	63.15

ADMINISTRATIVE PROCESS OBJECTIVES

Number of administrative objectives established	1,775	1,929
Number of administrative objectives accomplished	1,726	1,890
Percent of objectives accomplished	97.2	98.1

INSTRUCTIONAL PROCESS OBJECTIVES

Percent of process objectives implemented as planned	34.0	34.4
Percent of process objectives implemented but with late completion date	26.6	25.2
Percent of process objectives partially implemented	23.2	24.4
Percent of process objectives not implemented	16.2	16.0

SUPPORT PROCESS OBJECTIVES

Percent of process objectives implemented as planned	81.7	84.0
Percent of process objectives implemented but with late completion date	11.4	10.7
Percent of process objectives partially implemented	5.4	3.4
Percent of process objectives not implemented	1.5	1.9

*Performance objectives are usually stated in terms of what the average or mean of the group is expected to accomplish. Theoretically, if 50 percent of the students meet the objective the group objective has been attained.

ACCOMPLISHMENT OF PERFORMANCE OBJECTIVES IN READING AND MATHEMATICS AS MEASURED BY STANDARDIZED TESTS

To clarify the type of performance objectives established, the following is an example of a performance objective established for mathematics.

"Upon completion of the school year, the Title I third-grade-students will average at least one month gain for each one month of instruction in the comprehension of arithmetic concepts as measured by the Arithmetic Concepts Subtest of the Comprehensive Test of Basic Skills, Form Q level 1."

In most cases performance objectives have been stated in terms of what the average or mean of the group is expected to accomplish. If normal distribution of scores exist, 50 percent of the individuals in the group will score lower than the mean and 50 percent above the mean.

In the chart below, theoretically, any grade in which 50 percent or more of the individuals met the objectives, the performance objectives have been met.

Percent of students meeting or exceeding the objectives by grade as measured by standardized tests.

READING

GRADE	PERCENT MEETING OBJECTIVES 1973-74	1974-75
2	58.5	66.9
3	59.5	63.6
4	51.9	59.4
5	50.0	58.2
6	53.6	62.1
7	56.1	64.1
8	59.2	56.1

MATH

GRADE	PERCENT MEETING OBJECTIVES 1974	1975
2	68.8	65.7
3	69.4	70.3
4	63.7	62.9
5	41.7	64.8
6	60.9	62.7
7	59.1	57.7
8	59.2	71.5

The percentage of students meeting the objectives appears to peak in the second and third grades, in both reading and mathematics. This supports current policy that Title I funds be spent in the lower elementary grades.

TITLE I SUCCESS AS DETERMINED SUBJECTIVELY BY THE LEAs

SUBJECTIVE EVALUATION

Each LEA staff member was asked to give a subjective rating of the success of his Title I program. The responses were as follows:

	REGULAR SESSION	SUMMER SESSION
Extremely Successful	17.0	43.3
Successful	79.9	55.1
Unsuccessful	3.1	1.6

This rating was determined by the Title I coordinators, supervisors, and others monitoring the program throughout the school year. Factors considered in determining the degree of success included the achievement of process and performance objectives and observed pupil response to instruction.

ASSISTANCE TO LEAS FROM OTHER DIVISIONS OF THE STATE DEPARTMENT OF EDUCATION

Number Visits to Assist Title I Projects	1971-72 328	1972-73 170	1973-74 109	1974-75 85
***Activities**		**Number of Visits**		
Language Arts, Reading, etc.	35	27	31	28
Special Education	43	25	3	3
Teacher Aide Training	9	2	3	4
Mathematics	10	12	14	16
In-Service Training	7	3	2	2
Physical Education	7	1	—	2
Kindergarten	14	9	3	2
Industrial Arts	5	5	1	2
Food Program	3	3	—	—
Cultural Enrichment	9	—	—	1
Psychological Services	9	3	—	1

***Includes only activities most frequently visited**

Comment:

The number of visits to assist Title I projects made during 1974-75 by other divisions was the lowest during the past four years.

The number of visits by activity also reflects changing emphasis over the past four years; i. e., from 43 to 3 in special education and 14 to 2 in kindergarten. This may be explained by the fact that additional funds for special education and kindergarten have been made available fro n other than Title I sources during recent years.

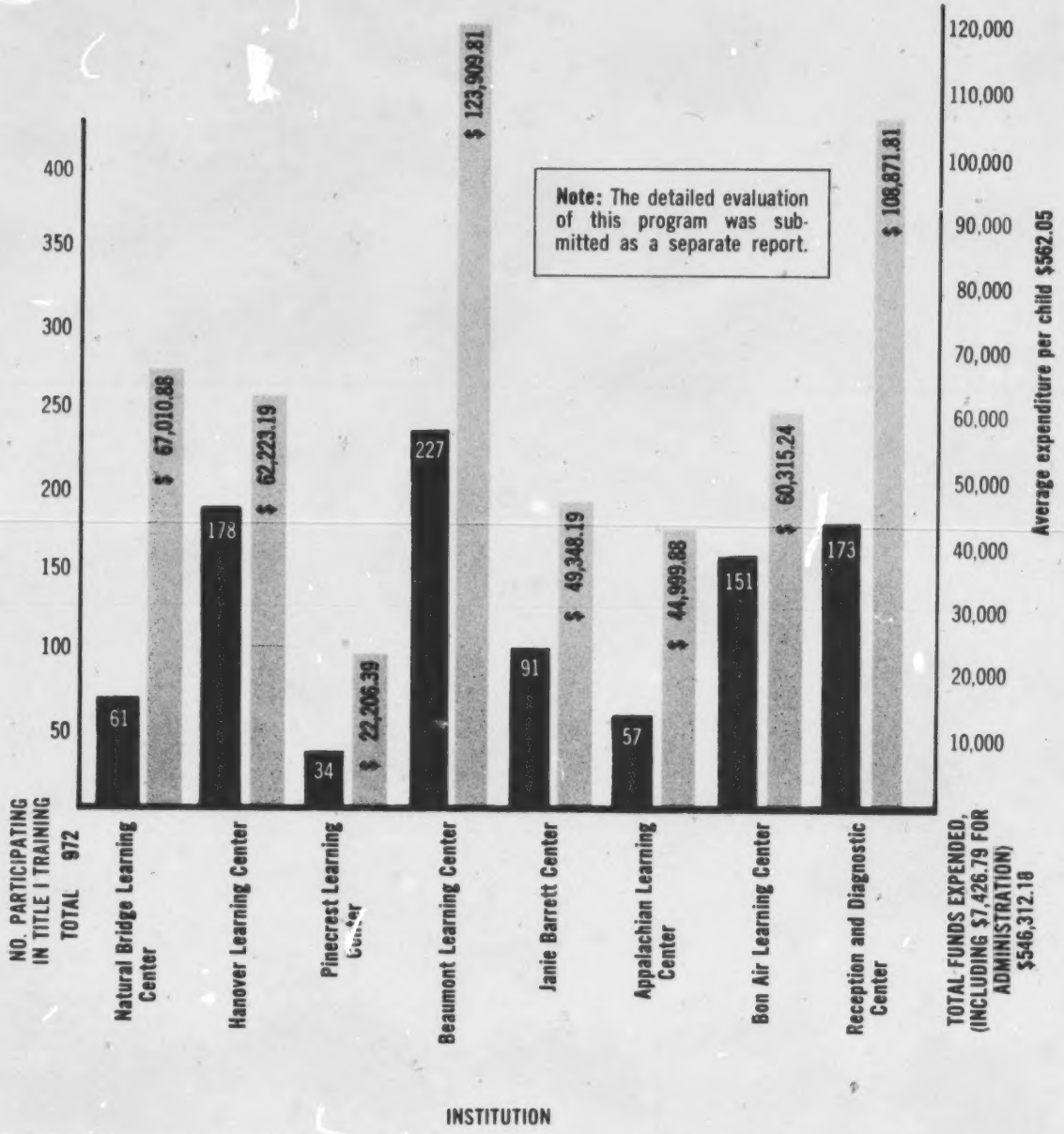
ACTIVITIES ORIGINALLY PROVIDED BY TITLE I NOW PROVIDED DIVISION-WIDE

All Title I activities were planned to provide additional assistance to children eligible under Title I. Many school divisions have extended activities originally established as Title I projects in target schools to the whole school system. The success of the Title I activity has been a factor in this extension.

Activities formerly provided by Title I which are now provided from other funds are:

	Number of Divisions		Number of Divisions		Number of Divisions
Art	11	Mathematics	6	Library Services	10
Business Education	3	Music	22	Speech Therapy	22
Cultural Enrichment	5	Physical Ed./Recreation	11	Special Ed. for Handicapped	33
Language Arts	2	Attendance Services	8	Health Services	9
Reading	13	Guidance and Counseling	4	Teacher Aides	29
Industrial Arts	4	Curriculum Materials Center	4	Food	4
Kindergarten	44	Psychological Services	21	Clothing	1

TITLE I PROGRAM FOR DELINQUENT CHILDREN LIVING IN INSTITUTIONS
1974-75



TITLE I PROGRAM
FOR MIGRANT CHILDREN
1974-75

LEAS WITH MIGRANT PROGRAMS

Average expenditure per student enrolled in program was $293.86.

*The expenditures include regular 1974-75 funds and 1973-74 carry-over funds.

LEAS	STUDENTS IDENTIFIED
Amherst County	71
Appomattox County	34
Frederick County	29
Franklin City	16
Warren and Rappahannock Counties	5
TOTAL NUMBER OF STUDENTS ENROLLED OR IDENTIFIED	2,428

In accordance with requirements of Title IX of the Education Amendments of 1972, the State Department of Education does not discriminate in any educational programs or activities or in employment therein.